

Section 1: General introduction and overview

- 1. INTRODUCTION**
- 2. BACKGROUND**
- 3. AIMS AND OBJECTIVES**
- 4. PROGRAMME CONTEXT**
- 5. OUTLINE OF THE METHODOLOGICAL APPROACH**
- 6. ACTIVITIES TO INITIATE THE EVALUATION PROCESS**
- 7. APPROACH FOLLOWED**

Section 2: Main recommendations emanating from study

EXECUTIVE OVERVIEW

- 1 POLICY ISSUES**
- 2 CURRICULUM ISSUES**
- 3 ENGLISH AS AN MOI**
- 4 THE AUPE**
- 5 EQUIVALENCE AND THE NQF**
- 6 PROMOTERS**
- 7 SKILLS TRAINING**
- 8 RESOURCING**

Section 3: Regional findings

- 1 INTRODUCTION**
- 2 RESOURCES BY REGION**
 - 2.1 Immediate problems**
 - 2.2 Poor conditions at venue**
 - 2.3 Insufficient stationery**
 - 2.4 None or not enough English primers**
 - 2.5 None or not enough Afrikaans books**
- 3 GENERAL MOTIVATION FOR ATTENDING AND ACHIEVEMENT AIMS**
 - 3.1 Perceptions of attrition**
 - 3.2 Experiences in class**
 - 3.3 Motivation for attending classes**
 - 3.4 How to make classes more accommodating for adults**
- 4 SOCIAL USES OF LITERACY – WHAT DO YOU READ?**
 - 4.1 Social uses of literacy – what do you write?**
 - 4.2 Do you really need to speak English?**
 - 4.3 Exposure to English**
- 5 ASSESSMENTS**

- 6 **LIFELONG LEARNING: WHAT WOULD THEY LIKE TO LEARN NEXT?**
- 6.1 What additional skills would you like?
- 7 **HOW MANY PEOPLE DO YOU KNOW GO FROM STAGE 1 TO 3?**
- 7.1 Do you know of any learners who may have been employed?
- 7.1.1 Recommendation
- 8 **SELF-CONCEPT AND FAMILIES**
- 8.1 How do they feel about themselves?
- 8.2 Have they seen any change in the way people treat them?
- 8.3 Do they have more important roles to play at home, at work or in the community?
- 8.4 What do their families think of them?
- 9 **PROGRAMME IMPROVEMENTS**
- 9.1 What can we do to make this programme better?
- 9.1.1 Staff issues
- 9.1.2 Course structure and content
- 9.1.3 Infrastructure, facilities and supplies
- 9.1.4 Course enrolment and expansion
- 10 **PROMOTERS: BIOGRAPHICAL INFORMATION**
- 10.1 What kind of training will help promoters do their work?
- 10.2 Why do our learners leave?
- 11 **DLO VISITS**
- 11.1 What does your DLO do when he/she visits?
- 12 **WHAT CAN YOU SUGGEST TO DAE TO IMPROVE THE NLPN OR AUPE PROGRAMME?**
- 12.1 How can DAE improve your work as a promoter?
- 13 **THE ROLE OF DAE IN COORDINATING PARTNERSHIPS AND RESOURCE SHARING**

Section 4: Curriculum, materials and articulation

- 1 **INTRODUCTION**
- 1.1 Legislative underpinnings of adult education
- 1.2 Defining adult learning
- 2 **BACKGROUND TO THE NLPN PROGRAMME**
- 3 **FINDINGS WITH REGARD TO CONTENT AND MATERIALS**
- 3.1 Recommendation
- 4 **THE NLPN COURSE MATERIALS**
- 4.1 Stage 1 of the NLPN
- 4.1.1 Conceptual skills in Stage 1
- 4.1.1.1 Recommendation
- 4.1.2 The content of Stage 1
- 4.1.2.1 Recommendation
- 4.1.3 Assessment
- 4.2 NLPN Stage 2
- 4.2.1 Reading and writing competences
- 4.2.1.1 Recommendation
- 4.2.2 Supplementary readers
- 4.2.2.1 Recommendation
- 4.2.3 The question of language

- 4.2.4 Leap to English
- 4.2.4.1 Recommendations
- 4.3 NLPN Stage 3
- 4.3.1 The AUPE materials and course over two years
- 4.3.1.1 Recommendation
- 4.3.2 The materials used in the AUPE
- 4.3.3 Visual appeal
- 4.3.3.1 Recommendation – phasing in a new era

Section 5: Locating adult learning within a lifelong learning continuum: the NQF and articulation

- 1 INTRODUCTION
- 2 EQUIVALENCE
- 3. THE NLPN AND AUPE IN RELATION TO LLL
- 3.1 Uptake of learners across the stages
- 3.2 Articulation options
- 3.2.1 Formal “academic” education route through NAMCOL
- 3.2.2 A NAMCOL bridging programme
- 3.2.3 Skills programmes
- 3.2.4 Recommendation
- 3.2.5 Formal skills programmes
- 3.3 General principles for the programme
- 3.3.1 Access for learners with special needs
- 4 ASSESSMENT AND ACCREDITATION
- 4.1 Certification/accreditation
- 4.2 Quality assurance systems
- 4.3 Monitoring and evaluation
- 5 THE PROMOTERS
- 5.1 Training of promoters
- 5.1.1 Recommendation

Section 6 Analysing the policy and organisational structure and implementation of the National Literacy Programme in Namibia (NLPN)

- 1 INTRODUCTION
- 2 NLPN POLICY ANALYSIS
- 3 STRATEGIES FOR PROGRAMME DEVELOPMENT AND IMPLEMENTATION
- 4 HEAD AND REGIONAL OFFICES: ORGANISATIONAL STRUCTURE
- 4.1 Introduction
- 4.2 Current structure
- 5 IMPLEMENTATION OF NLPN IN LIGHT OF NEW PROGRAMMES
- 6 ASSESSMENT
- 7. RESOURCING NLPN
- 7.1 Introduction

- 8 THE NATIONAL LITERACY TRUST
- 8.1 Funding by the NLT
- 9. ACHIEVEMENT OF THE NLPN VISION
- 9.1 International trends that have emerged in relation to financing of education and other social services
- 9.2 The complexities of financing adult literacy
- 9.3 The development of a costing mechanism for the NLPN
- 9.3.1 The factors influencing costs
- 9.3.2 Enrolment-driven costs
- 9.3.3 Building up the unit cost
- 9.4 TOWARDS A FINANCING STRATEGY
- 9.4.1 Strategy for allocation of resources and payments: distribution of funds within the NLPN
- 9.4.2 Direct, full-cost funding of state-owned centres
- 9.4.3 Matching or challenge grants to NGOs
- 9.4.4 Matching or challenge grants to state-owned centres
- 9.5 FINALLY